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ABSTRACT

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This activity guide presents selected activities and ideas for the second grade and is organized around the eight content/goal areas of the developmental model including: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving. The format for each content/goal area presentation consists of activity descriptions, time allotments, materials/resources lists, teacher preparation directions, and directions for lesson presentation. Evaluation forms with performance indicators are included for each activity. Directions for adapting or creating materials to fit the guidance model are included along with activity writing forms for each goal area and an activity writing checklist. A final section depicts in chart form the content and goals of the second grade curriculum. (MCF)

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SECOND GRADE ACTIVITIES GUIDE

Georgia Comprehensive Guidance Series

Georgia State Department of Education
Atlanta, Georgia

1981

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INTRODUCTION

The Second Grade Activities Guide is intended to support competency-based guidance curriculum in the elementary schools. The materials in the Guide were collected from many sources and organized for use with the Georgia Guidance Curriculum Model framework. (See a Comprehensive Guidance Curriculum Manual for Elementary/Secondary Schools.) Teachers, counselors and other guidance staff can adopt or adapt these materials for local school setting use. Also, it is expected that these methods will stimulate a continuous research and development effort to expand and extend this volume.

These guidance curriculum activities are organized in content areas and goals as identified by the Georgia Guidance Curriculum Model. Some activities are written in a *competency-based* format. Users may wish to convert the other activities to this more rigorous format. It is also possible that instructors may wish to modify activity ideas found in another grade level guide.

CREATING GUIDANCE CURRICULUM ACTIVITIES

CREATING GUIDANCE CURRICULUM ACTIVITIES

This Guide contains activities organized around the Guidance Goal Areas in the Georgia Comprehensive Guidance Model. Some activities have been developed around a competency based format that includes performance indicators that can be used for evaluation. Guidance activity ideas based around the eight content areas are also included. Activity writing forms that fit Specific Goal Area/Competency elements are also included at the end of this Guide. These blank forms can be reproduced for use in activity writing.

Adopting, Adapting, and Creating Guidance Curriculum Materials

Following is a description of the methods used to provide guidance curriculum materials:

1. *Adopting* guidance materials means that you use some materials that someone else has written and change them very little to meet your local needs.
2. *Adapting* guidance materials means that you use someone else's materials but change or revise them to meet the needs of your particular situation.
3. *Creating* guidance materials means that you start from the beginning and write your own materials, including learning activities and assessment measures.

The Process of Adopting. Adopting guidance curriculum materials helps avoid "reinventing the wheel." The basic task is to identify materials which have the same goal or one similar to the one that you have.

There are good materials which have already been produced. These materials have been produced by national, state and local projects in career education, career guidance, and guidance projects.

Also, the State Department of Education units representing career education and guidance have access to exemplary guidance materials produced through projects in our state. In addition to these sources, there are many excellent materials produced by commercial publishers. Whatever the material source, select the curriculum materials according to some established standards and procedures.

The Process of Adapting. To adapt materials, an instructor needs to select materials which are close to the primary goal(s) and competencies. Select materials which at least match a program goal and one or more competencies. Select materials which have learning materials fitting your "style" of teaching. An instructor may find materials which fit their objectives, but does not want to use the learning activities. In that case, they will need to examine other materials or contact other sources to identify learning activities which they want to use.

Materials are indexed in several ways. Some of these ways are:

- By *subject area*--e.g., social studies, science.
- By *level*--guidance activities by grade levels, e.g., K-3, 4-6, 7-8, 9-12, college and adult.
- By *occupational cluster*--career guidance materials in marketing and distribution, in manufacturing, in hospitality and recreation, etc.
- By *delivery area*--classroom, guidance programs, guidance centers, community centers.
- By *life role*--producer role; citizen role; consumer role; learner role; and personal role.
- By *guidance content*--e.g., self-understanding, interpersonal relations, valuing and decision-making, or information processing.

When examining materials for adaptation, it may be necessary to use one or more of the categories to help you find materials which specifically meet your needs.

The Process of Creating. Start with goals and competencies since they help define what it is that you need to do. Once the goals and competencies are stated, complete each of the following steps:

- Outline the basic information that the student would learn. Consult other materials to help organize the information.
- Develop or identify learning activities which will help the student learn or apply a principle or concept.
- Develop or identify performance assessment items which will indicate how much or what your students have learned. The key concept here is to ask the question, "What evidence will I accept that they have learned what I want them to?" Many competency statements already have their own assessment items.
- Use the checklist below as a guide to help develop materials or adapt others.

ACTIVITY WRITING CHECKLIST

What is provided or given?

- State the goals and competencies
- Identify the learner prerequisites

How will the students be expected to behave as a result of the activity?

- Brainstorm a list of performance indicators
- Focus on the age, interest and abilities of the students

What are the process possibilities?

- Examine present methods being used with other goals and competencies
- Explore other techniques and approaches unique to this area

Are there infusion possibilities?

- Identify subject matter concepts and/or skills that this activity could introduce, serve as a vehicle or become a follow-up/closing activity of a unit.
- Identify major activities or processes currently used with other subject matter concepts that could be modified to serve as a vehicle for these outcomes.

Are there ways to make the process meaningful?

- Check its potential for fostering relevancy, reinforcement distribution, and responsibility taking
- Check its potential for personalizing the individual decision making process

Can the materials and resources be secured?

- State what is needed
- Determine ways of obtaining

Consider adjustments

- Determine what can be done with fast and slow finishers
- What alternate procedures or groupings are possible to implement

SELECTED SECOND GRADE ACTIVITIES AND IDEAS

SELF-UNDERSTANDING

Self-Understanding
Goal A
P.I. 1,2
Grade 2

OUR INTERESTS

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will describe how they care for their mental health.

Performance Indicator(s): Students will be able to:

1. Describe what it means to have satisfactory mental health.
2. Describe actions that contribute to satisfactory mental health.

Activity Objective

Students will discuss how they like to spend their leisure time and how this contributes to satisfactory mental health.

Activity

Total Time: two or three class periods
Suggested Subject Matter Area: Social Studies
Materials/Resources: Objects which represent the educator's personal interests.
Educator's Preparation: Be familiar with entire activity, collect objects representing personal interests.

Directions:

Begin by showing the objects you have brought which represent things you like to do. Tell the students:

- why you like to do this
- how you became interested in this
- how you do this
- if you do this alone or with others

Say that this thing represents an interest for you because you have spent many enjoyable hours doing it.

Ask the children to bring objects from home which will show what their interests are: a ball, a toy, a coloring book, a game, and so on. It should be something that they spend time doing; otherwise, it isn't really an interest. The amount of time we spend freely on something is related to the amount of interest we have in it.

For the next class session arrange the students in small groups. Have each child show and tell about the object brought from home. When all have finished, have them arrange the objects on a table for display. Make little name cards to stand beside the objects they have brought. Post a caption above the table: "Interests". (Allow students to look at this in their spare time.)

Discuss with the class how these are all things that lead to satisfactory mental health. Have the students discuss what mental health means to them. They should include in their discussion:

- feeling good about oneself
- feeling happy
- not worrying about things all the time

Evaluation: Students should be able to:

- describe satisfactory mental health in their own terms
- describe 3 actions and/or feelings that contribute to satisfactory mental health.

(See Evaluation Form for "Our Interests" and "Mental Health Booklet.")

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Self-Understanding
Goal A
P.I. 3
Grade 2

Mental Health Booklet

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will describe how they care for their mental health.

Performance Indicator(s): Students will be able to:

3. describe how they care for their mental health.

Activity Objective

Students will discuss things they like to do to care for their mental health.

Activity

Total Time: four or five class periods
Suggested Subject Matter Area: social studies
Materials/Resources: copy of resource pages for each student, poster paper and markers, drawing paper, crayons, booklet fasteners or staples and stapler
Educator's Preparation: duplicate copy of resource pages for each student and have available drawing materials for each student. Be familiar with entire activity.
Directions:

Review with the class the meaning of mental health; for example, feeling good about oneself, feeling happy or content, not worrying about things all the time, etc. After the class has been guided into creating an understandable definition, copy this definition onto poster paper and mount it on a bulletin board or wall.

After the definition has been created, brainstorm with the students those things which help them to feel good about themselves, feel happy or content, not worry all the time, etc. Group these ideas into at least four categories: Taking Care of My Body, Doing Things With or For Other People, Relaxing When I'm Worried, Leisure Time. Some ideas may go under more than one category, so list them under both.

Next, and during other class periods, have students draw pictures of how they take care of their mental health through each of the four categories. For example, discuss how nutrition, exercise, safety, preventative medicine, and sleep affect their mental health. Then allow students to draw themselves doing these things. When finished, post the drawings around the definition of mental health that you put up earlier. Repeat this procedure with the other remaining categories.

Save the pictures that were created for each category and when the project is over, help the students create a "mental health" booklet to take home.

Include in this booklet a copy they have made of the mental health definition (excellent printing practice), the drawings they have done (with appropriate category labels), and copies of the resource pages found at the end of this activity. Let the students then design their own cover, labeled MENTAL HEALTH. Fasten the cover and pages together and allow them to take their booklets home to share with their families.

Evaluation: Students should be able to:

- describe four ways they care for their mental health.

(See Evaluation Form for "Our Interests" and "Mental Health Booklet.")

Write a story and draw a picture about a time when you felt good about yourself.

Feeling Good About Myself

Write a story and draw a picture about a time when you did not feel good about yourself.

I Did Not Feel Good About Myself

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Our Interest *** Mental Health Booklet

Self-Understanding Goal A Grade 2

Students are able to:

1. describe satisfactory mental health in their own terms.
2. describe three actions and/or feelings that contribute to satisfactory mental health.
3. describe four ways they care for their mental health.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Mental Health	2. Contribute	3. Care
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ACTIVITY IDEAS

Grade: Second
Content Area: Self Understanding

Read and discuss a story showing a struggle for worth, such as *Toot, The Little Engine That Could, Crow Boy* or *The Little Red Caboose.*

Discuss the feeling of worth one has when, through courage and determination, obstacles are overcome. Let students draw pictures illustrating such events in their lives.

* * *

Help students see that arts and crafts offer limitless possibilities for hobbies that can be enjoyed throughout life as a source of relaxation.

Have students bring hobbies and have a hobby presentation. Let each contributor take a few minutes to explain the hobby and tell how he or she became interested in it.

Invite older students and adults to the school to have an arts and crafts fair. Ask them to position themselves near their exhibits and tell students such things as:

- the age at which they began this particular hobby.
- how they became interested in this particular hobby.
- which of their needs this hobby fulfills.

* * *

On mural paper have students draw scenes of themselves at their favorite recreational activities in parks, woods and forests. You may want to point out ways in which a city park differs from a rural or small-town park. You may want to talk about the maintenance of city parks, state parks and national parks.

* * *

Have the class make a booklet of people doing things they like to do. Have them share their pictures in small sharing circles. Then assemble these in a booklet called *Doing Things We Like To Do.* Display this on the chalk ledge for students' spare-time browsing.

* * *

Have students make books which they have titled *Me.* They can use the following topics for page headings: me, my pet, my friend, my favorite color, my favorite food, my favorite television program, my favorite animal and my favorite book.

* * *

Have the students learn the name and location of the school building. Have them learn their home addresses also. When they accomplish this, have them sign a list which you have captioned *I Am Part of This Community*. Post these on a bulletin board along with a map of your community with the school location circled and the routes marked to each student's home.

* * *

Here is a Valentine project to help students review their home addresses. Place a picture of a mail carrier in the center of a bulletin board. Pin to the bulletin board a Valentine in an envelope for each student. If the student knows his or her address, write it on his or her envelope. Encourage the students to know their addresses before Valentine's Day, so all the Valentines can be "mailed" (put into the Valentine box or individual sacks).

SELECTED SECOND GRADE ACTIVITIES AND IDEAS

INTERPERSONAL RELATIONS

Interpersonal Relations
Goal A
P.I. 1,2
Grade 2

Nellie Went To Hollywood

Interpersonal Relations
Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.
Competency: Students will describe those listening and speaking skills that allow them to understand others and others to understand them.
Performance Indicator(s): Students will be able to:
1. describe those listening skills that enable them to understand others.
2. describe those speaking skills that allow others to understand them.

Activity Objective

Students will discuss and demonstrate some examples of good listening and speaking skills.

Activity

Total Time: one class period
Suggested Subject Matter Area: language arts
Materials/Resources: two charts
Educator's Preparation: prepare two charts: one of good listening habits and one of good speaking habits (see below). Be familiar with entire activity.

Directions:

Arrange the students in small circles, with no more than seven in each circle.

Present some good listening habits:

- Sit comfortably
- Keep your hands still.
- Look at the speaker.
- Think about what is being said.

Present some good speaking habits:

- Look at your listeners.
- Think about what you're saying.
- Speak loudly and clearly.

Introduce the game "Nellie Went To Hollywood". Choose someone to begin. The first player says, "Nellie went to Hollywood, and she took a _____" (he or she inserts the name of an object; for example, a toothbrush). The second player repeats what the first player said and adds the name of another object; for example, a ball, and so on.

Player 1: "Nellie went to Hollywood, and she took a toothbrush."

Player 2: "Nellie went to Hollywood, and she took a toothbrush and a ball."

Player 3: "Nellie went to Hollywood, and she took a toothbrush, a ball, and a dress."

Player 4: "Nellie went to Hollywood, and she took a toothbrush, a ball, a dress, and an apple."

Player 5: "Nellie went to Hollywood, and she took a toothbrush, a ball, a dress, an apple, and a boat."

After students play a round or two, have them play again with no repeats or help from one another.

Stress listening and speaking skills and close by discussing the different listening and speaking skills.

Evaluation: The students should be able to:

- describe four of the five following listening skills: attentiveness, timing, listening for content, listening to remember, and listening for the speaker's feelings
- review the four speaking skills of: speaking distinctly, speaking with an adequate voice level, responding appropriately, and contributing to the topic at hand

(See Evaluation Form for "Nellie Went to Hollywood.")

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Nellie Went To Hollywood

Interpersonal Relations Goal A Grade 2

Students are able to:

1. Describe four of the five following listening skills: Attentiveness, timing, listening for content, listening to remember, and listening for the speaker's feelings.
2. Review the four speaking skills of: speaking distinctly, speaking with an adequate voice level, responding appropriately, and contributing to the topic at hand.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. listening	2. speaking
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Interpersonal
Relations
Goal B
P.I. 1
Grade 2

Participation

Interpersonal Relations
Goal B: Students will develop and incorporate skills that encourage and enhance relationships with their families.
Competency: Students will describe activities they participate in as a family.

Performance Indicator(s): Students will be able to:
1. describe activities that they take part in with other family members.

Activity Objective

Students will describe activities they take part in as family members.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: Social Studies
Materials/Resources: drawing paper, crayons
Educator's Preparation: Be familiar with entire activity.

Directions:

Discuss hobbies and leisure-time activities of the students and their families. Ask students to draw and color pictures illustrating how they take part in their families' leisure-time activities. Then have students share their pictures by explaining the family fun activity. For example, "This is a picture of our family going fishing. I always get an empty can for worms from the trash for my dad."

When all have finished, the teacher will select one of the illustrated leisure-time activities and will ask students to react to more examples of contributions they can make. For example, fishing. Raise your hand for *yes*:

- Could you bait the hook?
- Could you drive the car to the lake?
- Could you prepare the lunch?
- Could you clean the fish?

Process the activity by saying that we can take part in many different activities. There are some things we cannot do. There are *many* things we can do.

Evaluation: Students should be able to describe three activities that they take part in with other family members.

(See Evaluation Form for "Participation.")

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Participation

Interpersonal Relations Goal B Grade 2

Students are able to:

1. Describe 3 activities that they take part in with other family members.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Activities
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Interpersonal
Relations
Goal C
P.I. 1,2,3
Grade 2

How To Join In

Interpersonal Relations
Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.
Competency: Students will describe the process of making a friend.

Performance Indicator(s): Students are able to: 1. identify that the desire for a friendship and caring about others are basic keys to making a friend.
2. identify that acting friendly is a means of making a new friend.
3. describe the process in sequence of how to make a friend.

Activity Objective

Students will discuss why we want to make friends and how to go about making new friends.

Activity

Total Time: one class period
Suggested Subject Matter Area: language, social studies
Materials/Resources: few toys (car, truck, blocks, etc.)
Educator's Preparation: Place toys on floor in convenient area for the story. Be familiar with the story to help guide role players as necessary.

Directions:

Talk about some "characteristics" of goats and mice. Ask the students to pretend they are goats and move around the room for a minute. Then have them pretend they are mice and move around the room for a minute. Have them return to their seats. Ask for volunteers to role play:

- a group of three children playing with toys on the floor
- a goat
- a mouse
- a person

As you read the following story, the players will pantomime it for the rest of the class.

How To Join In

Once upon a time there was a lonely goat. She wanted very much to play with someone. She walked through the countryside until she came to a playground. There she saw a group of children playing on the sidewalk with some trucks and cars and blocks. She butted in, saying, "I want to play with that truck. Give it to me." The whole game was interrupted. The goat began to grab toys away from the other children. They became upset and left the group. The goat left, too, because she was still lonely. She went to find someone to play with.

The next day at recess a group of children were playing with blocks, trucks, and cars on the playground. A little mouse peeked from his hole in the basement under the school. He was very lonely and wanted someone to play with. Timidly he crept from his hole and walked carefully toward the group of children. He stood by the group, feeling very shy and helpless. No one said anything to him at all. So the mouse stood there a minute and sadly went back into his hole.

On the third day a little person came upon the same group at recess. They were playing. He was looking for someone to play with. He did some things that helped him get into the game. He stood by the group and watched and listened. He found out what they were playing, how to play, and what the rules were. Then he moved a bit closer, sat down, and waited for his turn. Soon he was playing. Goats butt in: that doesn't work. Mice are shy: that doesn't work. People join in: that works!

Process this activity by talking about *why* we want to make friends (companionship, help, etc.). When we care about a person and want to make friends with that person, then we can begin the process of making a friend. Talk about the steps in the process of making a friend:

- really want that person as a friend
- care about what happens to that person
- speak kindly to that person
- *share* activities, experiences and feelings with that person.

The "Friends Poster" may be used as a supplementary activity to reinforce the discussion time.

Evaluation: Students should be able to:

- identify reasons for wanting friends that are basic keys to making a friend (companionship, caring, help, etc.)
- describe 2 ways of acting friendly as a means of making new friends (speak kindly, be interested, share activities, etc.)
- describe the process of making a friend (as shown above) in their own words.

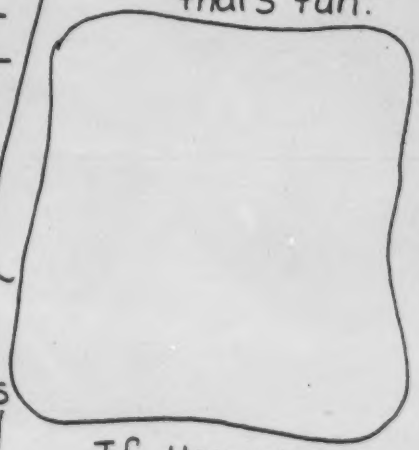
(See Evaluation Form for "How to Join In.")

Friends Poster

What are 3 reasons you like Someone for a Friend?

Some friends of mine are

Draw a picture of you and your Friend(s) doing Something that's fun.



What is most important to you?

* have 2 or 3 really close friends
* have alot of friends
* have one best friend

To BE a Friend means

If you were a new student how would you make Friends?

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

How To Join In

Interpersonal Relations Goal C Grade 2

Students are able to:

1. Identify reasons for wanting friends.
2. Describe two ways of acting friendly.
3. Describe the process of making a friend.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Reasons	2. Friendly	3. Process
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Interpersonal
Relations
Goal D
P.I. 1,2
Grade 2

People Circles

Interpersonal Relations
Goal D: Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.
Competency: Students will describe how the actions of others affect their own behavior.
Performance Indicator(s): Students will be able to:
1. describe some actions of other persons they know,
2. describe how the actions of others affect their own behavior.

Activity Objective

Students will describe some actions of others and how they affect their own behavior.

Activity

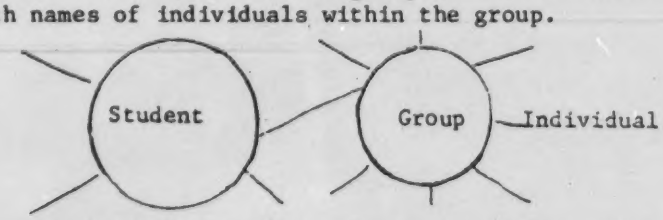
Total Time: 1 or 2 class periods
Suggested Subject Matter Area: Social Studies
Materials/Resources: Resource page for each student
Educator's Preparation: Duplicate resource page for each student, be familiar with entire activity.

Directions:

Class discussion is conducted dealing with how and why people change as they get older.

- Can you think of ways you have changed?
- Why do we change as we grow older? (What influences our behavior? T.V., friends, parents...)

On the resource page the student fills in his/her own name in the first circle. Lines are drawn leading out to groups of people who influence the student and whom the student influences. The group name is circled and lines are drawn out with names of individuals within the group.



Discuss as a class how these different groups influence the student. Have them describe specific things others do that influence what they do.

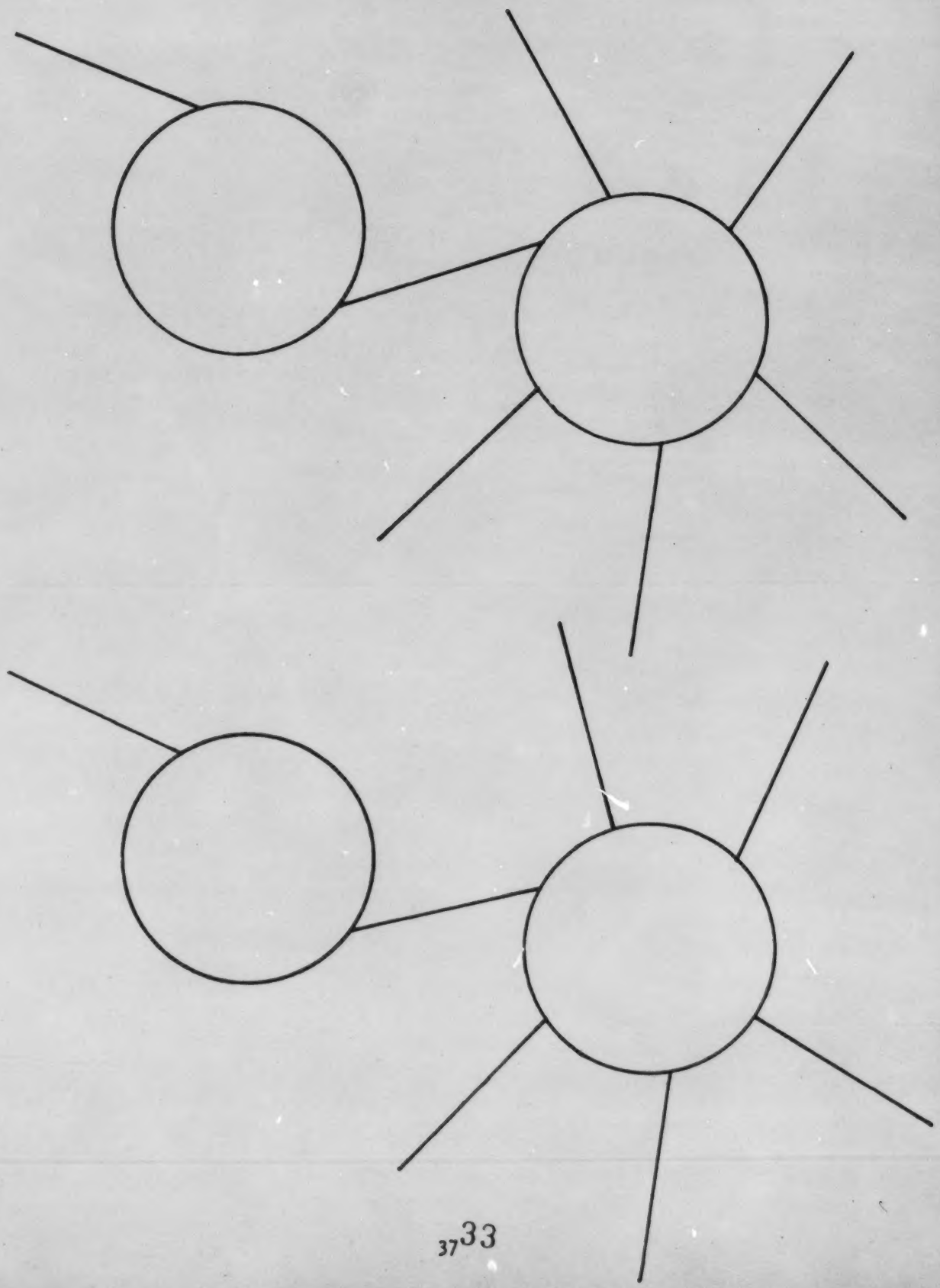
After the discussion have the students choose one group and draw a picture or write a paragraph showing some of the behaviors that influence what they do.

Evaluation: Students should be able to:

- identify one person out of each of the following categories: family member, someone at school, close friend
- describe one action each of these people do while interacting with them
- describe how these actions influence their own behavior.

(See Evaluation Form for "People Circles.")

Resource Page for
People Circles



*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

People Circles

Interpersonal Relations Goal D Grade 2

Students are able to:

1. Identify one person out of each of the following categories: family member, someone at school, close friend.
2. Describe one action each of these people do while interacting with them.
3. Describe how these actions influence their own behavior.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. identify	2. action	3. influence
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ACTIVITY IDEAS

Grade: Second
Content Area: Interpersonal Relations

Help students become aware of ways to improve their listening potential. Present them with these skills:

Listening Skills

1. Sit very still.
2. Look at the speaker.
3. Think about what is being said.

Then have students each choose a skill on which they would like to improve. Have them draw and color a picture of themselves working on that skill.

Arrange the students in small groups (sharing circles) so they can take turns explaining their listening skills and how they will work on improving their skills.

* * *

When you are talking about families, have students bring from home mementos from a family vacation, trip or excursion. Allow students the chance to "show and tell" the objects. Then place these in a display area captioned *We Went Someplace*. Include maps of the United States, your state and, if possible, your city.

* * *

Have the students each make and illustrate family booklets. Each page can have one of the following:

-- Here is my family.
-- See my home.
-- We have fun together.
-- We work together.
-- We eat together.
-- We talk with each other.

* * *

Ask the students to describe some of the qualities of a good friend. Then have them illustrate those feelings that might make it hard to concentrate on a friend or an activity with a friend. Each caption might begin "It's hard to be a good friend when. . . ." Then have

students share their illustrations in large groups or small before gathering the pictures into a booklet for the chalk ledge.

* * *

Have the students print their names on 3 x 5 cards and decorate the cards. Pin these to the bulletin board. Then discuss ways they can give and receive acts of friendship from others. Ask each student to think of one act of friendship he or she can do during the coming week. Write each act of friendship on a separate strip of paper. Then place the name of the contributor in front of it on the bulletin board.

* * *

Have a Buddy Day now and then. Have half the class draw from a "hat" names of the other half of the class. The two partners can sit and play together for the day to help them get better acquainted. The social "stars" in your group will benefit from this activity as much as the "isolates" and "rejectees." Explain to the class that we need to be able to feel comfortable with groups of people and to have several good friends.

* * *

Arrange students in small groups. Have them brainstorm lists of things to say and do when they are teased. Have each group share its list with the rest of the class.

Then have each student prepare a page for a class booklet entitled *How To Handle Teasing*.

* * *

Draw a "chain reaction" diagram on the board and brainstorm how one person has an effect on another.

What I Did → What They Did → How I Responded → How They Responded to Me

SELECTED SECOND GRADE ACTIVITIES AND IDEAS

EXPRESSING IDEAS

Expressing Ideas
Goal B
P.I. 1,2,3
Grade 2

Expressing Feelings

Expressing Ideas
Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.
Competency: Students will determine the appropriate situations for expressing different feelings.
Performance Indicator(s): Students will be able to: 1. describe some feelings they experience; 2. determine what situation would be appropriate for expressing their feelings; and 3. recognize how to determine if a method or situation is appropriate or not for expressing their feelings.

Activity Objective

Students will discuss feelings they experience and when it is appropriate to express those feelings.

Activity

Total Time: 2 class periods
Suggested Subject Matter Area: Social Studies
Materials/Resources: None
Educator's Preparation: Be familiar with entire activity.

Directions:

Discuss with the children how everyone has good feelings and bad feelings. These are two of the feelings we have. Today, we are going to tell about good feelings that we have, about something that gives us a good feeling.

To get the ball rolling, you may wish to go first.

Tell the children something that makes you feel good and tell what it is about the thing that makes you feel good, e.g. that is useful, it looks or feels nice, or is fun to do something with.

Ask open-ended questions. Try to have each child tell as much as s/he cares to about something that makes him or her feel good, without allowing any child to monopolize the time and without forcing any child to speak up if s/he is not ready. Reticent ones will probably all talk in due time. Do not become impatient if silences occur. The children need time to think and to gather courage.

Show acceptance for what children say. Be sure to model good listening behavior and show appreciation for good listening. Ask children to repeat what others have said. Do this yourself. At the end of the session, ask the children what they learned. Through discussion, help them to see that they all have feelings. Discuss how there are times when it is appropriate to express their feelings and times when it is not. Let the children discuss how they can decide if it's a good time to express their feelings.

Repeat the activity the next day, only focus on bad feelings this time, rather than good.

Evaluation: Students should be able to:
- describe 3 feelings they have experienced
- describe one situation for each feeling that would be inappropriate and one that would be appropriate for expressing those feelings
- recognize situations or methods where it is not appropriate to express their feelings.

(See Evaluation Form for "Expressing Feelings.")

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Expressing Feelings
Expressing Ideas Goal B Grade 2

Students are able to:

1. describe 3 feelings they have experienced.
2. describe 1 situation for each feeling that would be inappropriate and 1 that would be appropriate for expressing those feelings.
3. recognize situations or methods where it is not appropriate to express their feelings.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. describe	2. situation	3. recognize
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ACTIVITY IDEAS

Grade: Second
Content Area: Expressing Ideas

Call for volunteers to role play a fight, something getting broken, receiving a gift, playing with a friend and helping someone. Let students talk about feelings the various situations would evoke. Discuss that one type of expression for a situation might not be appropriate for a different situation.

* * *

List on the board or on a dittoed sheet five short sentences that make up a story about someone who is experiencing a certain feeling in a familiar situation. Have them out of order. The students can place numbers one through five in correct order by the sentences for the story to make sense.

* * *

Relate to the students they are going to use paints or crayons to express feelings in *pictures*. Put several ideas on the chalkboard and have them choose:

- I was lost in a snowstorm.(fear)
- I feel angry.(anger)
- I got a present.(surprise, happiness)
- I love my family.(happiness)

SELECTED SECOND GRADE ACTIVITIES AND IDEAS

GATHERING AND PROCESSING INFORMATION

Gathering and Processing Information
Goal A
P.I. 1,2,3
Grade 2

Gathering and Processing Information
Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.
Competency: Students will relate learning experiences at school to situations in the home.
Performance Indicator(s): Students will be able to: 1. identify their family members and some of the home activities each member does, 2. identify home activities they engage in which use school academic or social experiences, and 3. identify home activities an adult family member engages in which use school academic or social experiences.

Activity Objective

Students will discuss home activities that use school academic or social experiences.

Activity

Total Time: 1 or 2 class periods
Suggested Subject Matter Area: social studies
Materials/Resources: copy of resource page for each student
Educator's Preparation: Duplicate copy of resource page for each student. Be familiar with entire activity.

Directions:

Define social experience - learning skills.
Define academic experience - learning skills.
Name and list on the board social and academic experiences that they encounter at home and school.

Role playing - let children take turns acting out the different situations that have been discussed and others. Tell whether it is an academic or a social experience.

Suggested social and academic experiences for second graders:

Social	*Academic*
At school	At school
playing games with friends	reading group
show and tell/share time	math lesson
talking with a friend	writing lesson
helping others in the class	science lesson
participating in large and small group activities	taped listening lesson
	educational games

At home
- talking on phone
- birthday parties
- going to a movie
- going to a ballgame
- spending the night with a friend

At home
- homework
- reading orally to parents or younger children
- telling time
- dialing friend's phone number
- playing educational games

Use the resources page as a check up. Call out the experience and have students mark *S* if it is social experience and *A* if it is academic experience.

Evaluation: Students should be able to:

- identify their family members and two home activities each member does
- identify three home activities they engage in and the school experience that relates to them
- identify one adult family member, three home activities that family engages in and the school experiences relating to them.

(See Evaluation Form for "Social or Academic.")

EXPERIENCES

SOCIAL	ACADEMIC

1. _____ going to a movie
2. _____ doing homework
3. _____ sharing something with the class
4. _____ working on a writing lesson
5. _____ helping someone fix a puzzle
6. _____ telling time
7. _____ reading aloud in a reading group
8. _____ working a math problem
9. _____ going to a birthday party
10. _____ talking with a friend

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Gathering and Processing Information Goal B Grade 2

Students are able to:

1. identify their family members and two home activities each member does
2. identify three home activities they engage in and the school experiences that relate to them
3. identify one adult family member, three home activities that family member engages in and the school experiences relating to them.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. home	2. identify	3. adult
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Gathering and Processing Information
Goal C
P.I. 1,2
Grade 2

LEARNING NEW TASKS

Gathering and Processing Information
Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.
Competency: Students will define the meaning of stereotype.

Performance Indicator(s): Students will be able to:
1. define the meaning of stereotype and,
2. provide examples of different stereotypes.

Activity Objective

Students will discuss and give examples of stereotypes.

Activity

Total Time: 2 or 3 class periods spread across one week
Suggested Subject Matter Area: social studies
Materials/Resources: parent cooperation letter
Educator's Preparation: Prepare and duplicate parent cooperation letter, be familiar with entire activity.

Directions:

Ask students to think of a new task they would like to try in the home that they do not usually perform. Tell the students you would like them to think about things the opposite sex parent does that they think they might enjoy doing. Ask them to choose one of those things to try at home.

Send home a duplicated letter asking parents' cooperation. You might explain you are trying to help them experience what it might be like to be the opposite sex.

After a week of the experience, conduct a discussion along the following lines:

- How did you enjoy it?
- Were your parents willing to have you do this?
- Did anyone tell you that you shouldn't be doing that because you are either a boy or a girl?

Develop the discussion along the lines that most jobs that need to be done could be done by either sex. Most of the time, tasks are usually done by one sex or the other because of habits learned during childhood. In many places today, women are doing jobs that have traditionally been done by men and vice versa.

Introduce the word "stereotype". Define the word as the belief that a certain group of people possess common characteristics. Discuss how expecting one sex to do only certain kinds of work can be "stereotyping". For example, women should do the cooking, men mow the yard.

Encourage students to explore new tasks on the basis of what they think they might enjoy or be good at doing, rather than on the basis of their sex.

Evaluation: students should be able to:

- define stereotype
- provide one example of a stereotype

(See Evaluation Form for "Learning New Tasks.")

Dear Parent(s),

Our class is conducting a unit on learning new tasks at home. We would appreciate your cooperation in helping your child learn a task or job that s/he doesn't usually do. This would preferably be one done by the parent of the opposite sex as your child.

Thank you for your cooperation.

_____

Classroom Teacher

Child's Name _____

Task to Learn _____

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

LEARNING NEW TASKS

Gathering and Processing Information Goal C Grade 2

Students are able to:

1. define stereotype
2. provide one example of a stereotype

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. example
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ACTIVITY IDEAS

Grade: Second
Content Area: Gathering and Processing Information

Have students find magazine pictures of things that they need. Help paste these pictures on a chart under the appropriate headings:

Food	Clothing	Home

* * *

Divide a large mural paper thus:

Home Helpers	School Helpers	Community Helpers

Have students find and/or bring magazine pictures of people at work. Help them decide under which heading to paste each picture. This would be an excellent on-going activity for students to do in their spare time.

* * *

Have the students find out how their parents use reading and numbers in their work at home. And then ask each student to tell why going to school is important. Introduce the word "preparation".

* * *

Write the word *stereotype* on the board and guide the class in creating a simple definition. Write this definition on the board also. Print in capitals near the definition: ALL CHILDREN LIKE SPIDERS. Ask if that is true for everyone in the class. Use this as an example of explaining stereotypes (true for some but not for everyone). Brainstorm other examples of stereotypes. Talk about how letting people be themselves instead of believing stereotypes is important.

SELECTED SECOND GRADE ACTIVITIES AND IDEAS

RIGHTS AND RESPONSIBILITIES

Rights and
Responsibilities
Goal B
P. I. 1,2,3
Grade 2

We Learn Everywhere

Rights and Responsibilities
Goal B: (Learner) Students will develop and incorporate an understanding of the rights and responsibilities of the learner.
Competency: Students will describe where they learn.

Performance Indicator(s): Students will be able to:
1. describe things they learn at home
2. describe things they learn at school
3. describe other places where they learn things.

Activity Objective

Students will describe various learning experiences and the situations in which these are learned.

Activity

Total Time: one class period
Suggested Subject Matter Area: social studies
Materials/Resources: an empty soda bottle for each small group
Educator's Preparation: be familiar with entire activity

Directions:

Divide the class into small groups. They should be seated on the floor in a circle to play a variation of "Spin the Bottle." Students will take turns spinning the bottle. The person to whom the bottle *top* points describes something he or she learned. The person to whom the bottle *bottom* points, tries to name the *life situation*, where he or she learned it. If the guesser doesn't guess right on three tries, he or she gets to call on others to help guess. They will get seven more guesses - ten in all.

Process the activity by discussing with the class how they can learn things in different places. Have them share other places they have learned things that they haven't mentioned yet.

The supplementary page "Welcome Back to School" (or a variation depending on the time of year) will help the students think of various activities and where these took place.

Evaluation: Students should be able to:

- describe two things they learn at home, two things at school, and two places where they learn in their community, other than home or school
- using examples above, describe what they learn at those places
- describe two places outside of their community where they have or can learn
- using examples above, describe what they have or could learn at those places.

(See Evaluation Form for "We Learn Everywhere".)

1. What was the best thing that happened?

2. What was the worse thing that happened?

3. What were some trips taken?

4. What did you spend the most time doing?

5. Any new friends gained or lost?

6. What do you wish you could have done?

7. Any new things bought or received?

8. What did you accomplish?

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

WE LEARN EVERYWHERE
Rights and Responsibilities Goal B Grade 2

Students are able to:

1. describe two things they learn at home, two things at school, and two places where they learn in their community, other than home and school.
2. using examples above, describe what they learn at those places.
3. describe two places outside of their community where they have or can learn.
4. using examples above, describe what they have or could learn at those places.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. home, school community	2. what learned	3. outside	4. what learned
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Rights and
Responsibilities
Goal D
P.I. 1,2,3
Grade 2

Where the Money Goes

Rights and Responsibilities
Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
Competency: Students will understand what a consumer is and how they are consumers.
Performance Indicator(s): Students are able to:
1. describe what a consumer is
2. list a variety of consumer activities
3. describe situations where they are consumers.

Activity Objective

Students will describe a consumer, recognize some consumer activities of their own and of their families.

Activity

Total Time: One or two class periods.
Suggested Subject Matter: math -- counting
Materials/Resources: rubber bands, resource pages. Optional: Monopoly tens (adding up to $1,000)
Educator's Preparation:
Run ten copies of resource page #2 if you are not using Monopoly money and cut out tens. Run one copy of resource page #1 and cut out the expense cards. Fill in the blank dollar amounts with a budget appropriate to the socioeconomic level of your classroom or with this suggested budget based on $1,000 per month take-home pay for a family of three:

Shelter ----- 300
Utilities --- 100
Groceries---- 150
Clothing----- 50
Insurance---- 100
Doctor or
Dentist---- 30
Recreation--- 30
Gifts-------- 20
Transportation220

Be familiar with the directions, especially noting advance preparation.

Directions:

Push aside all furniture. Spread out the 1,000 dollars in a huge area so the children can get some idea of how much it actually is. Have them sit in a circle around the dollars.

Begin by asking them to close their eyes a minute to try to think of all the things on which their parents spend money. Then ask them to list together these expenses under the word "Living Expenses" which you have written on the chalkboard or a large sheet of poster paper. They might think of only those things for which they *see* their parents pay. But there is more to "living expenses" than meets the eye: one of the main points of this whole activity!

The income of this three-member family is $12,000 per year after taxes. That is $1,000 per month. Tell them that the monthly income is laid on the floor so the whole class can see just "Where the Money Goes".

Ask for a volunteer to read aloud one of the "Expenses" cards. Be sure students understand the meanings of the various expense card words. Ask for another volunteer to take the directed number of dollars from the floor and rubber band them to the corresponding "Expenses" card, which was just read. Continue taking turns until all the "Expenses" cards have been played or all the money is used up.

Then talk about:

- what expenses are left unpaid.
- how much money was left.
- what could be done with the remaining money.
- what students purchase as consumers.

Process this activity by describing what a consumer is (a person who buys or uses things). Discuss how this budget shows some consumer activities. Talk about how the student is a consumer.

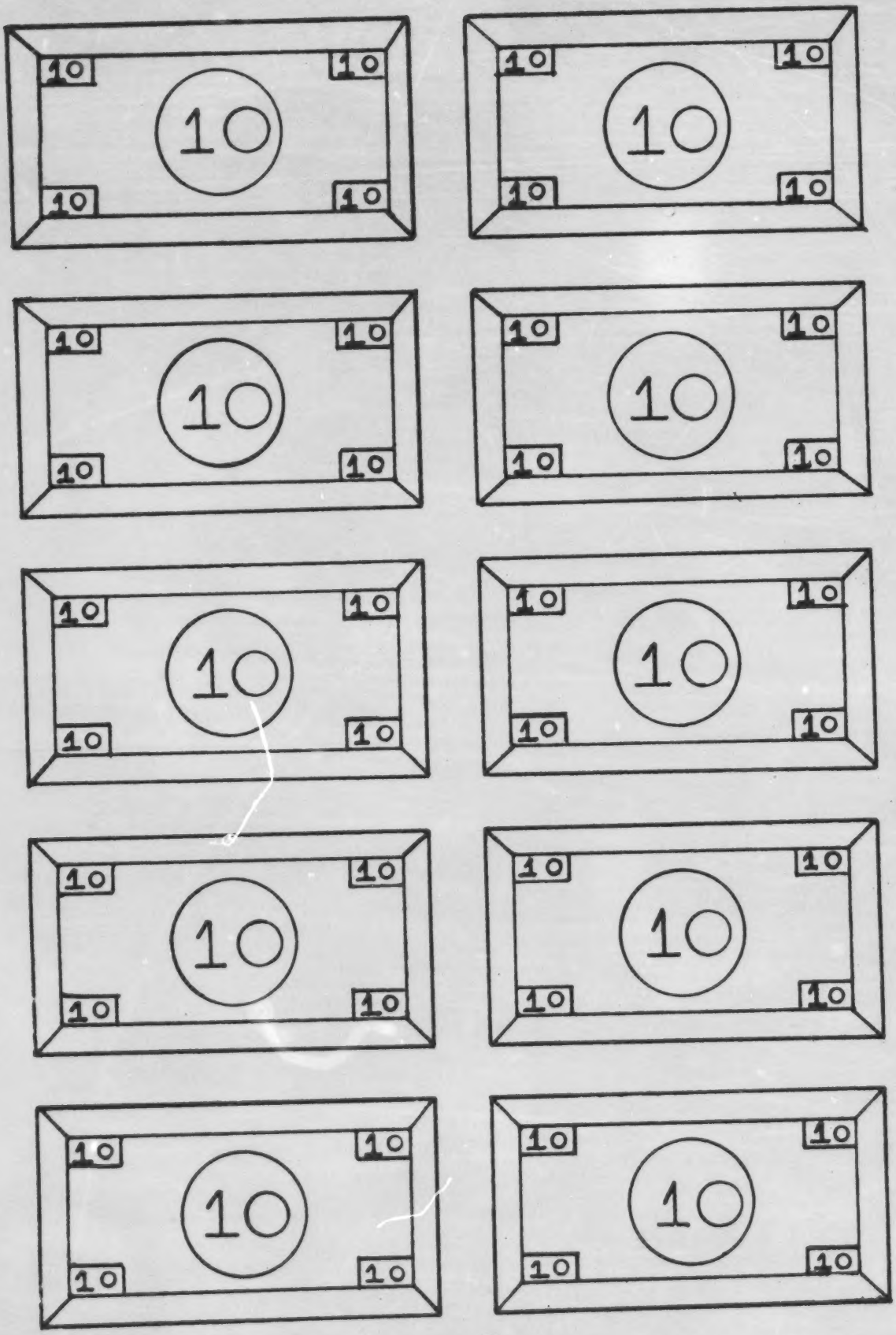
Evaluation: the students should be able to:

- describe a consumer as a person who buys or uses things
- list 4 consumer activities (e.g., utilities, insurance, shelter, doctors, etc.)
- list 2 situations in which they are consumers (e.g., going to a skating rink, buying a present, getting a pair of shoes, etc.).

(See Evaluation Form for "Where The Money Goes.")

EXPENSE CARDS

Gifts $ _____	Recreation $ _____
Utilities $ _____	Transportation $ _____
Savings $ _____	Groceries $ _____
Clothing $ _____	Shelter $ _____
Insurance $ _____	Doctor & Dentist $ _____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*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

WHERE THE MONEY GOES
Rights and Responsibilities Goal D Grade 2

Students are able to:

1. describe a consumer
2. list four consumer activities
3. describe two situations where they are consumers.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Describe	2. Activities	3. Situations
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Rights and
Responsibilities
Goal E
P. I. 1,2,3
Grade 2

Kids at Work

Rights and Responsibilities
Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.
Competency: Students will define "work" and recognize that all people work.

Performance Indicator(s): Students are able to:
1. define the concept of work.
2. describe how other people work.
3. describe how they work.

Activity Objective

Students will define "work" and will tell how they work and how others work.

Activity

Total Time: one class period
Suggested Subject Matter Area: social studies, art
Materials/Resources: drawing paper, crayons, bulletin board caption
Educator's Preparation: sign for bulletin board space entitled, "Kids At Work": be familiar with entire activity.

Directions:

Arrange the students in a discussion circle. Introduce the saying "A child's work is a child's play." Ask the students what this might mean. (The task of a young child is to explore his or her environment and to make meaning of these experiences. Play is exploring, experimenting, and developing skills and knowledge.) Explain that playtime in school is as important as work time. Ask the students if this is true: "Going to school is your job." Then ask them to tell examples of ways they work outside of school.

Ask the students to draw pictures of some work they do, either in school or out of school. Arrange them at tables with paints and water for each group. When the paintings have dried they can get into small groups and explain their paintings to one another. This should help them :

- see that all people work
- formulate a definition of work (effort in doing or making something; a job

Tape up the pictures on a space you have captioned "Kids at Work".

Evaluation: Students should be able to:

- define work as effort in doing or making something; a job
- describe two ways that adults work and one way that children younger than they are work
- describe two ways that they work.

(See Evaluation Form for "Kids at Work".)

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

KIDS AT WORK

Rights and Responsibilities Goal E Grade 2

Students are able to:

1. define work
2. describe 2 ways adults work and 1 way that younger children work.
3. describe 2 ways that they work.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. others	3. self
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ACTIVITY IDEAS

Grade: Second
Content Area: Rights and Responsibilities

Brainstorm with the class all the different activities that help their families run smoothly. Print these ideas on individual piece of paper and put them in a box entitled *I Appreciate My Family*. Every few days draw out a piece of paper and ask the student who does that job in their families (be aware of stereotypes that might be forming). Prepare ahead duplicated copies of a note that says, "I appreciate you, _____, for _____ for our family. Love, _____(student's name). As each job is discussed, allow the students to complete the thank you note and take it home to that person. If the student is the one who does or helps with that job, allow them to tell the class why their task is important.

* * *

Have students draw and color pictures of their family members and themselves doing something at home that is helpful for the family. Let these be the cover for a booklet to take home containing their worksheets.

* * *

Before recess or going home after school play "Where Did You Learn It?" with the students. You begin by saying, "I learned something at school. What did I learn?". The first student tells something that can be learned at school. He/she then calls out another student's name and says, "I learned something at _____(school, home, library, museum, on vacation, etc. - put a suggested list on the board). What did I learn?". As soon as that student answers, the first student can line up to go outside. If that student cannot answer something, the first student calls on someone else. The game continues quickly in this manner until everyone is lined up to go outside.

* * *

Invite a naturalized citizen to speak to the class about their original country and how they became a citizen of the United States. Follow up the visit with a discussion about how people become legal citizens through birth or through a test and oath of loyalty. If there is no one available that is a naturalized citizen, dress up in a costume and role play the part for the students. Use your imagination and the students will love it.

* * *

Introduce the word *consumer* and guide students in creating a simplified definition. Then post a large chart entitled We Are Consumers on the

wall. Ask students to bring in pictures of things they buy or things they use. Students might also cut out or draw pictures to put on the chart at a special station during free time. Leave the chart up for a while so students can look at it.

WE ARE CONSUMERS	
Things I buy myself	Things I use but others buy

* * *

Have students draw tree trunks. They will cut a leaf for each near relative and write that person's name on it. Under that they will add that person's occupation: Sister/Lawyer or Uncle/Plumber. They can caption the picture *My Family Job Tree*.

* * *

Introduce the occupations of the students' parents. Have the students gather information so their parents' names can be entered under the following headings:

Those Who Wear a Uniform
Those Who Work Outside
Those Who Work Inside
Those Who Work with Animals
Those Who Protect Us from Danger
Those Who Need to Drive
Those Who Care for our Bodies
Those Who Help Us Do Things
Those Who Do Things For Us

* * *

Collect several magazine pictures of adults at work. Divide the class into groups. Assign to each group one of the pictured workers. Ask them to go home and ask their parents:

- what skills that worker needs
- which courses in elementary school would give training to develop these skills

SELECTED SECOND GRADE ACTIVITIES AND IDEAS

VALUING AND DECISION MAKING

Valuing and
Decision-Making
Goal A
P. I. 1,2,3
Grade 2

MY THREE WISHES

Valuing and Decision-Making
Goal A: Students will develop and incorporate an understanding of how values affect their lives.
Competency: Students will recognize that what is important to them may not be important to others.
Performance Indicator(s): Students are able to:

1. review what is important to them
2. describe some things that are important to others but not to them
3. describe some things that are important to them but are not important to others.

Activity Objective

Students will discuss 3 things that are important to them and recognize similarities and differences with the choices of other people.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: Art, Social Studies
Materials/Resources: crayons, scissors, paste, resource pages
Educator's Preparation: Duplicate a copy of the resource pages for each student. Be prepared to rearrange class into small groups. Be familiar with entire activity.

Directions:

Distribute copies of the Cut Sheet resource page. Tell the students to pretend they can have anything in the world they want, ANYTHING! Tell them to draw and color one thing in each box. When they finish, they are to cut out the three boxes. They will then place them in a *rank order*: first choice on top, second choice in the middle, and third choice on the bottom. They may change their minds and rearrange the order. The rank order should reflect their personal choices.

Then distribute copies of PASTE SHEET resource page.
When they are satisfied with their rank orders, they will paste their choices on the sheet: first on top, second in the middle, third on the bottom.

Than arrange the students in groups of five or six. They will take turns telling:

- their first choice, and
- why they put it first.

Then tell the students that when something is their first choice, that means they *value* this thing more than the others.

By listening to others in their group describe their choices, the students can become aware of some things that were important to other people but not to themselves. Have them point out differences between their choices and those of two other persons who are personally close to them (parent, friend, etc.).

Evaluation: The students should be able to:

- describe 3 things that are important to them
- identify 2 persons who are close to them and tell one thing that is important to each person
- describe one thing that is important to them but not to the persons named above.

(See Evaluation Form for "My Three Wishes".)

CUT SHEET

Write one wish in each box.

Cut on --------

PASTE SHEET

My First Choice	Paste it here
My Second Choice	Paste it here
My Third Choice	Paste it here

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

MY THREE WISHES

Valuing and Decision-Making Goal A Grade 2

Students are able to:

1. describe 3 things that are important to them
2. name 2 persons close to them and tell one thing important to each person
3. describe one thing important to them but not the above-named person.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Describe	2. Persons	3. Compare
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2			
3			
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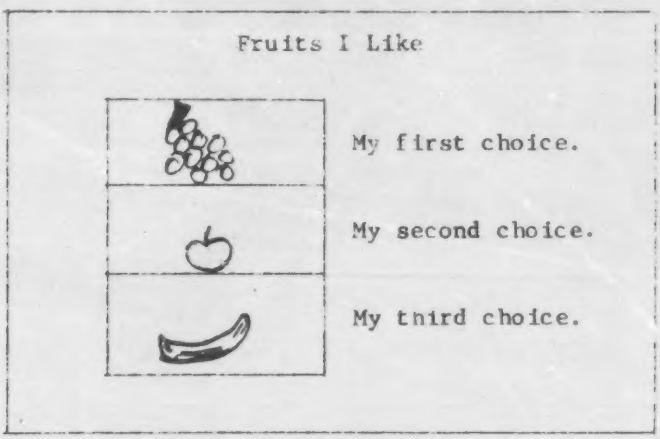
16			
17			
18			
19			
20		72	

Grade: Second
Content Area: Valuing and Decision-Making

Give students three small scraps of paper. On each piece of paper they should draw and color a picture of a fruit they like. Then have them arrange the pictures in a column on the desk with their first choice on top, their second choice in the middle and their third choice on the bottom. They can change their minds by rearranging the pictures. When they are satisfied, they can paste the pictures on the paper in rank order and label their papers.



Then have them assemble in small groups to take turns explaining their rank orders to one another. Point out that different people have different viewpoints.

Explain that this technique for rank ordering preferences is helpful in knowing what we want. It can be used to help us see what is most important in decision making.

* * *

Have several groupings of pictures showing the different types of clothing that are worn for the different seasons. Let the students match the seasons to the clothes. Then describe a weather condition (temperature, wind, precipitation,etc.) and ask what they had learned (at home, school, by experience) that helped them make their choice.

* * *

Give to the students a paper on which you have the following headings:

My decisions	Someone Else's Decisions

Then write the list below or a similar list on the chalkboard. Have them cut and paste in place each item under its appropriate heading.

1. when to get up
2. if I need to get up
3. if I need to do homework
4. what to wear
5. whom to invite to my birthday party
6. when to go to the dentist

* * *

Discuss and roleplay how they do and/or should act when someone makes a decision for them that they would rather make themselves. Distinguish the difference between adult (parent, teacher) and peer decision-making.

SELECTED SECOND GRADE ACTIVITIES AND IDEAS

ACHIEVEMENT MOTIVATION

Achievement Motivation
Goal A
P. I. 1,2,3
Grade 2

Interview

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goal goals.
Competency: Students will describe a work activity they have to do and the way they get that activity done.
Performance Indicator(s): Students will be able to:
1. describe a work activity they do
2. describe any planning they do to accomplish their work activity
3. describe the steps they take in getting their work activity done.

Activity Objective

Students will be able to describe a work activity and the planning and steps they take in getting their work activity done.

Activity

Total Time: one class period
Suggested Subject Matter Area: language arts
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Begin the class period by introducing the concept of an interview. Explain that when you interview someone you ask them questions and the other person gives you answers to those questions. Tell the class that they are going to interview someone. Pick a student and do a sample interview as an example. Ask for any questions.

Pair off students so that entire class is in pairs. Decide which person will be the interviewer. Tell the interviewers what questions they will ask. The questions are:

1. tell a job they do at home and,
2. tell how they plan and the steps they take to get it done.

Go around the room and help where needed. When students are done, have the other person be the interviewer. When the class is done, discuss the answers that the students gave.

EVALUATION: Students are able to:

- describe one work activity that they are responsible for
- describe the planning involved for accomplishing the work activity identified in #1
- describe the steps they take in getting the work activity identified in #1 done.

(See Evaluation Form for "Interview".)

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Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Interview

Achievement Motivation Goal A Grade 2

Students are able to:

1. describe one work activity that they are responsible for
2. describe the planning involved for accomplishing the work activity identified in #1
3. describe the steps they take in getting the work activity in #1 done.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. responsible	2. planning	3. steps
1			
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Achievement Motivation
Goal B
P. I. 1,2,3
Grade 2

Purpose of Work

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.
Competency: Students will describe tasks that are carried out by self and others and the purposes of those tasks.
Performance Indicator(s): Students are able to:

1. describe tasks that are carried out by self and others
2. identify the purposes of those tasks
3. recognize that all tasks have purposes.

Activity Objective

Students will describe some tasks that are carried out by themselves and others and the purposes of those and other tasks.

Activity

Total Time: 3 to 5 class periods
Suggested Subject Matter Area: language
Materials/Resources: make available materials students may use for their display.
Educator's Preparation: be familiar with entire activity, duplicate for each pair a copy of the resource page.

Directions:

Begin by asking the students to share some tasks that they have seen younger children do, some tasks that they do themselves, and some tasks they have seen adults do. Discuss with the students the purposes of the tasks they name. Be sure they can identify at least one purpose for each task discussed.

Explain to the students that all work has a purpose. For this part of the activity students will be working in pairs to interview a worker to discover the main purpose of that person's work. Your arranging the pairs will help establish the task as more work-oriented than social-oriented.

Distribute copies of INTERVIEW PLAN on resource page.

When all pairs have gathered their information explain that they will now need to plan a display for the rest of the class. They may use any media.

Process this activity by discussing how every task has a least one purpose.

Evaluation: the student should be able to:

- describe one task that is carried out by younger children
- describe two tasks that they carry out themselves
- describe two tasks that are carried out by adults
- identify the purposes of the above tasks and that every task has a purpose.

(See Evaluation Form for "Purpose of Work".)

INTERVIEW

1. What is your job?
2. What do you do?
3. What do you do for me at work?
4. Why do you do your job?
5. Do you like to do your job?
6. If you worked somewhere else, would it be like this place?
7. What do you do when you are not working?

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Purpose of Work

Achievement Motivation Goal B Grade 2

Students are able to:

1. describe one task that is carried out by younger children
2. describe two tasks that they carry out themselves
3. describe two tasks that are carried out by adults
4. identify the purposes of the above tasks and that every task has a purpose.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. younger	2. themselves	3. adult	4. .purpose
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2				
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ACTIVITY IDEAS

Grade: Second
Content Area: Achievement Motivation

Allow students the opportunity to plan one of their school parties: Halloween, Winter Holiday or Valentine. This is such a relevant activity that it may be worthwhile having a party of some kind just so students can plan it. Simply divide students into three committees: games, decorations and refreshments. Remind them to use the ideas of everyone. Help students in their committees to determine three stages of activity: Getting Ready, Party, Clean Up.

* * *

Decorate a can and write *WHY*? on it. Before class time, write out several student, family, worker tasks on individual pieces of paper and put these in the can. Allow each student to have one turn choosing a piece of paper, reading the task or job to the class (with help from a classmate or teacher when needed), and telling the class why that task needs to be done - its purpose.

* * *

Ask the students to pretend that they are shipwrecked. They should pretend that you are the leader. As such, it is your responsibility to see that everyone has food and shelter and can live together peacefully. Ask the students to help you make a list of all the tasks which will need to be done. Have them paint individual pictures or a mural to illustrate all the tasks that will need to be done.

SELECTED SECOND GRADE ACTIVITIES AND IDEAS

PROBLEM SOLVING

Problem-Solving
Goal A
P. I.1,2,3
Grade 2

Our Helpers

Problem-Solving
Goal A: Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.
Competency: Students will describe situations in which they need help from others.
Performance Indicator(s): Students will be able to:

1. describe some reasons why they might need help with problems
2. describe other persons who might help them with different problems
3. describe situations where they need help from others.

Activity Objective

Students will discuss situations where they might need help from others.

Activity

Total Time: 1 class period
Suggested Subject Matter Area: social studies, health
Materials/Resources: drawing paper, crayons
Educator's Preparation: be familiar with entire activity

Directions:

Discuss "problems" with the students. Everyone has problems; some are big, some are small. Ask students to think about a time they had a big problem that they couldn't solve alone. Ask them to think about someone they asked to help them. Why did they ask for help from that person? Discuss some of their reasons, including needed more information or ideas, they lacked the needed physical strength, and they lacked the emotional maturity.

Ask them to think of and name other persons that also would have been able to help them with their problems. Discuss how they feel to be able to ask someone else (doctor, teacher, peers, counselor) for help when faced with a problem.

Ask students to think about a time in the future when they might need help from someone. Discuss what situations may arise when they would need this help.

Ask the students to draw pictures of their favorite helpers. Post these on a bulletin board under the heading "Our Helpers".

Evaluation: Students should be able to:

- describe 2 reasons they might need help with problems
- describe 2 other persons who might help them with different problems
- describe a past situation when they received help and how it affected them
- predict a situation in the future when they might need help.

(See Evaluation Form for "Our Helpers".)

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Our Helpers

Problem Solving Goal A Grade 2

Students are able to:

1. describe two reasons they might need help with problems
2. describe two other persons who might help them with different problems
3. describe a past situation when they received help and how it affected them
4. predict a situation when they might need help in the future.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. reasons	2. other persons	3. past	4. future
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ACTIVITY IDEAS

Grade: Second
Content Area: Problem-Solving

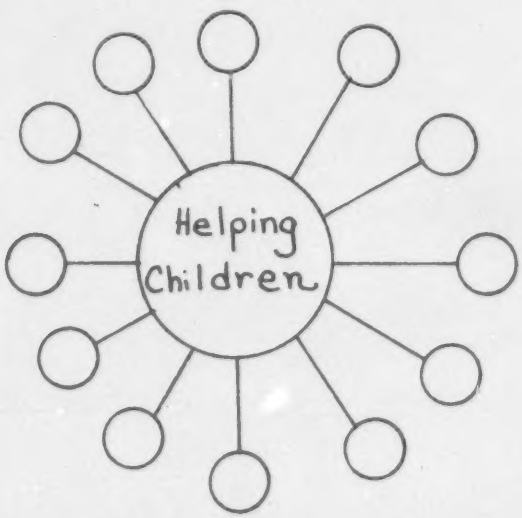
The students can make up two lists (written or drawn) describing their own capacities. Prepare copies of this or a similar form on a spirit duplicator master:

Things I Do By Myself	Things I Need Help Doing

Have students date their papers. Save them and repeat the process later in the year. Ask students to tell which things have changed.

* * *

You may want to use this activity to introduce the awareness that all the hundreds of occupations are organized into different systems to make working with them easier. One system is the cluster system. Distribute to students copies of the following worksheet.



Ask them to think of all the adult workers in this school. They should write one of these occupations in each box. Then have them think of all the other occupations that help children: doctor, nurse, baby sitter, recreation director, piano teacher, and so on.

* * *

Make a bulletin board divided into two sections labeled *Today* and *Tomorrow*. Children can draw how they presently work in school and another picture of how they might look at work in the future. Discuss what the word *future* means.

* * *

With the class make a list of the things we have to wait for, such as birthdays, vacations and two-wheel bikes. Discuss how waiting can be made easier by counting the days, making preparations and saving allowances. Ask students if they know what it means to "kill time". (This usually involves doing some aimless activity while waiting for something important.) Ask them to explain this sentence, "The best way to kill time is to work it to death". Here is another one to discuss, "Time flies when you're having fun". Be sure to tell them that it isn't only *children* who have a hard time waiting for happy events! Tell them about a time when you devised a little countdown mechanism to make the waiting easier.

SUPPLEMENTARY ACTIVITY FORMS

Self-Understanding
Goal A
P.I.
Grade 2

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will describe how they care for their mental health.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Self-Understanding
Goal B
P.I.
Grade 2

Self-Understanding
Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.
Competency: Students will recognize activities that interest them and those that do not.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Self-Understanding
Goal C
P.I.
Grade 2

Self-Understanding
Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.
Competency: Students will give such examples of their environment as their address and the way from school to home.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal A
P.I. 1
Grade 2

Interpersonal Relations
Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.
Competency: Students will describe those listening and speaking skills that allow them to understand others and others to understand them.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal B
P.I.
Grade 2

Interpersonal Relations
Goal B: Students will develop and incorporate skills that encourage and enhance relationships with their families.
Competency: Students will describe activities they participate in as a family.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal C
P.I.
Grade 2

Interpersonal Relations
Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.
Competency: Students will describe the process of making a friend.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal D
P.I.
Grade 2

Interpersonal Relations
Goal D: Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.
Competency: Students will describe how the actions of others affect their own behavior.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Expressing Ideas
Goal A
P.I.
Grade 2

Expressing Ideas
Goal A: Students will develop and incorporate an understanding of various methods of expression in their daily lives.
Competency: Students will determine the appropriate situations for expressing different feelings.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Expressing Ideas
Goal B
P.I.
Grade 2

Expressing Ideas
Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.
Competency: Students will describe ways to express opinions so that they are understood by others.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and Processing Info
Goal A
P.I.
Grade 2

Gathering and Processing Information
Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.
Competency: Students will describe necessary daily activities that are carried out by others.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and
Processing Info
Goal B
P.I.
Grade 2

Gathering and Processing Information
Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.
Competency: Students will relate learning experiences at school to situations in the home.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and Processing Info
Goal C
P.I.
Grade 2

Gathering and Processing Information
Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.
Competency: Students will define the meaning of stereotype.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal A
P.I.
Grade 2

Rights and Responsibilities
Goal A: (Individual) Students will develop and incorporate an understanding of the rights and responsibilities of family members.
Competency: Students will understand that all family members contribute toward family life.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal B
P. I.
Grade 2

Rights and Responsibilities
Goal B: (Learner) Students will develop and incorporate an understanding of the rights and responsibilities of the learner.
Competency: Students will describe where they learn.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

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Rights and
Responsibilities
Goal C
P.I.
Grade 2

Rights and Responsibilities
Goal C: (Citizen) Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.
Competency: Students will describe what a citizen is and how persons become citizens.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal D
P.I.
Grade 2

Rights and Responsibilities
Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
Competency: Students will understand what a consumer is and how they are consumers.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal E
P. I.
Grade 2

Rights and Responsibilities
Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.
Competency: Students will define "work" and recognize that all people work.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal A
P. I.
Grade 2

Valuing and Decision-Making
Goal A: Students will develop and incorporate an understanding of how values affect their lives.
Competency: Students will recognize that what is important to them may not be important to others.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal B
P. I.
Grade 2

Valuing and Decision-Making
Goal B: Students will develop and incorporate an understanding of the decision-making process.
Competency: Students will describe those things they have learned which aid in making choices.
Performance Indicator(s):

Activity Objective

Activity

Total Time,
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal C
P. I.
Grade 2

Valuing and Decision-Making
Goal C: Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.
Competency: Students will recognize some choices are made for them: they can adapt those choices and make their own decisions when appropriate.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal A
P. I.
Grade 2

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goal goals.
Competency: Students will describe a work activity they have to do and the way they get that activity done.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal B
P. I.
Grade 2

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.
Competency: Students will describe tasks that are carried out by self and others and the purposes of those tasks.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Problem-Solving
Goal A
P. I.
Grade 2

Problem-Solving
Goal A: Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.
Competency: Students will describe situations in which they need help from others.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Problem-Solving
Goal B
P. I.
Grade 2

Problem-Solving
Goal B: Students will develop and incorporate the ability to anticipate and cope with change.
Competency: Students will define what "future" means and describe situations they desire to happen in the future.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

SECOND GRADE GUIDANCE CURRICULUM GUIDE

AND

PROGRESS REPORT

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual Goal: A Obj: 1	Students will describe how they care for their mental health.	Students are able to: 1. describe what it means to have satisfactory mental or emotional health. 2. describe actions and feelings that contribute to satisfactory mental health. 3. describe how they care for their mental health.	Students are able to: 1. describe the concept of satisfactory mental health in their own terms: i.e., feeling good about yourself, feeling happy, not worrying about things all the time, etc. 2. describe three actions and/or feelings that contribute to satisfactory mental health (i.e., relaxation, leisure activities, loving and being loved, feeling helpful and worthwhile, etc.). 3. describe two ways they care for their mental health (examples can be taken from #2).
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will recognize activities that interest them and those that do not.	Students are able to: 1. describe activities they are interested in. 2. describe activities they are not interested in. 3. indicate some factors that may influence their interest (or lack of it) in certain activities.	Students are able to: 1. describe two activities they are interested in. 2. describe one activity they are not interested in. 3. indicate two factors that might influence their interest (or lack of it) in certain activities, (i.e., parental influence, peer pressure, physically unable to participate, maturity, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will give such examples of their environment as their address and the way from school to home.	Students will be able to: 1. identify what an address is and what is tells them. 2. recite their home address correctly. 3. describe how to get from school to home and some of the surroundings along the way.	Students are able to: 1. a) identify the parts of an address: apartment number (if applicable), house number, street name, town, and state. b) identify that an address tells them exactly where someone lives. 2. recite their house number (and apartment number if applicable), street name, town, and state. 3. describe at least three surroundings along the way from school to home.
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe those listening and speaking skills that allow them to understand others and others to understand them.	Students are able to: 1. describe those listening skills that enable them to understand others. 2. describe those speaking skills that allow others to understand them.	Students are able to: 1. describe four of the five following listening skills: • attentiveness • timing (knowing when to listen and when to speak) • listening for content • listening to remember • listening for the speaker's feelings. 2. review the speaking skills learned in first grade; describe all four skills: • speak distinctly • speak with an adequate voice level • respond appropriately • contribute to the topic at hand.

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual Goal: B Obj: 1	Students will describe activities they participate in as a family.	Students are able to: 1. describe activities that they take part in with other family members. 2. describe which activities the whole family participates in. 3. discuss some of the benefits of having the whole family participate in different activities.	Students are able to: 1. describe three activities that they take part in with other family members (individually or together). 2. describe two activities the whole family participates in (i.e., evening meal, vacation trips, sports activities, etc.) 3. include in their discussion two examples of benefits of families cooperatively participating together (i.e., encourages more communication, family members get to know each other better, family members feel important and worthwhile to each other, etc.).
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe the process of making a friend.	Students are able to: 1. identify that the desire for friendship and caring about others are basic keys to making a friend. 2. identify that acting friendly is a means of making a new friend. 3. describe the process in sequence of how to make a friend.	Students are able to: 1. a) recognize why they would want friends (e.g., for companionship, help, etc.). b) describe the desire for friendship as a basic key to making friends. c) describe how caring about others is a basic key to making friends. 2. describe two ways of acting friendly as a means of making new friends: speaking kindly; being genuinely interested; sharing activities, experiences and feelings, etc.). 3. describe the following process in their own words: • really want that person as a friend • care about what happens to that person • speak kindly to that person • be interested in what that person does • share activities, experiences and feelings with that person.

SECOND GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 1	Students will describe how the actions of others affect their own behavior.	Students are able to: 1. describe some actions of other persons they know.	Students are able to: 1. a) identify one person out of each of the following categories and describe one action that these persons do while interacting with them (the student). • family member (parent or sibling) • someone at school (teacher, classmate, etc.) • a close friend (not to be the same person as above). 2. describe how the actions described in #1b affect their own behavior (i.e., brother hides toy/ student hunts for lost toy, teacher gives assignment/student does homework, friend compliments student/student feels good and smiles, etc.).
		2. describe how the actions of others affect their own behavior.	
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will determine the appropriate situations for expressing different feelings.	Students are able to: 1. describe some feelings they experience.	Students are able to: 1. describe three feelings they have experienced (i.e., anger, happiness, fear, sadness, embarrassment, surprise, hurt, etc.).
		2. determine what situation would be appropriate for expressing their feelings.	2. a) describe one situation for each of the feelings identified in #1 that would be inappropriate for expressing that feeling b) describe one situation for each of the feelings identified in #1 that would be appropriate for expressing that feeling.
		3. recognize how to determine if a method or situation is appropriate or not for expressing their feelings.	3. recognize that a method or situation for expressing their feelings is considered not appropriate if expressing those feelings hurts themselves, others, or things such as pets, toys, furniture, etc.

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe ways to express opinions so that they are understood by others.	Students are able to: 1. describe what an opinion is. 2. describe how they can express their opinions to others. 3. indicate how they know when others understand their opinions.	Students are able to: 1. a) define an opinion as a viewpoint; an idea or something they feel is important. b) describe one of their opinions (i.e., favorite dessert, favorite pet, best T.V. show, etc.). 2. describe two ways they can express their opinion to others (i.e., verbally, nonverbally in written form, in artistic form, etc.). 3. indicate two ways they know when others understand their opinions (i.e., others tell them they understand, written comments on their school papers, nonverbal ways such as nodding or smiling, etc.).
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe necessary daily activities that are carried out by others.	Students are able to: 1. identify their needs. 2. describe the necessary daily activities associated with their needs that are carried out by others.	Students are able to: 1. identify three basic needs (i.e., food, clothing, shelter, physical health, love, etc.). 2. describe two necessary daily activities carried out by others (i.e., parent cooks meals, parent buys or sews clothing, parent rents or buys shelter, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will relate learning experiences at school to situations in the home.	Students are able to: 1. identify their family members and some of the home activities each member does. 2. identify home activities they engage in which use school academic or social experiences. 3. identify home activities an adult family member engages in which use school academic or social experiences.	Students are able to: 1. a) identify their family members b) identify two home activities that each family member does. 2. identify three home activities they engage in and the school experiences that relate to it. 3. a) identify one adult family member. b) identify three home activities that family member engages in and the school experiences that relate to it.
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will define the meaning of stereotypes.	Students are able to: 1. define the meaning of stereotype. 2. provide examples of different stereotypes.	Students are able to: 1. define stereotype as the belief that a certain group possesses common qualities or characteristics. 2. provide one example of a stereotype (i.e., race prejudice, women should do housework, old people are scary, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role(s): Individual Goal: A Obj: 1	Students will understand that all family members contribute toward family life.	Students are able to: 1. describe ways they contribute toward family life. 2. describe ways other family members contribute toward family life. 3. discuss the benefits of all family members contributing toward a satisfactory family life.	Students are able to: 1. describe two ways they contribute toward family life (i.e., chores, helping other family members who need them, sharing with siblings, etc.). 2. a) describe two ways their parents or guardians contribute toward family life (i.e., cooking, cleaning, laundry, working for money to pay the bills, etc.). b) describe one way siblings (if there are any) contribute toward family life (i.e., chores, helping other family members, sharing, etc.). 3. discuss one benefit of all family members contributing toward a satisfactory family life (i.e., jobs to be done are accomplished faster, all members gain a sense of worthwhileness, contributing allows a member some control over family life, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 1	Students will describe where they learn.	Students are able to: 1. describe things they learn at home. 2. describe things they learn at school. 3. describe other places where they learn things.	Students are able to: 1. describe two things they learn at home (i.e., how to cooperate, how to do specific chores, how to love, how to ride a bicycle, etc.). 2. describe three things they learn at school (i.e., how to share, how to play with others, reading, math, P.E. activities, etc.). 3. a) describe two places where they learn in their community, other than home and school (i.e., neighborhood, movies, museum, church, etc.) b) using the examples from #3a, describe what they learn at those places c) describe two places outside of their community where they have or can learn (i.e., national parks, historical towns or museums, museums of natural history, the beach, etc.) d) using the examples from #3c, describe what they have or could learn at those places.
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 1	Students will describe what a citizen is and how persons become citizens.	Students are able to: 1. describe what a citizen is. 2. describe how persons can become citizens of the United States.	Students are able to: 1. define a citizen as a person who is a member of a state or country which gives him rights and that person gives his/her loyalty to that state or country. 2. describe the following three ways a person can become a U.S. citizen: • born to parents who are citizens • born in the United States • take and pass a citizenship test; make a special promise to be a good citizen (oath of citizenship).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will understand what a consumer is and how they are consumers.	Students are able to: 1. describe what a consumer is. 2. list a variety of consumer activities. 3. describe situations where they are consumers.	Students are able to: 1. describe a consumer as a person who buys or uses things. 2. list four consumer activities (i.e., buying food, clothes, a home; using and paying for electricity, gasoline, water, etc.). 3. describe two situations where they are consumers.
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 1	Students will define "work" and recognize that all people work.	Students are able to: 1. define the concept of work. 2. describe how other people work. 3. describe how they work.	Students are able to: 1. define work as effort in doing or making something; a job. 2. a) describe two ways that adult work (i.e., work at home like cleaning or cooking, work at a job or career, etc.). b) describe one way those persons younger than them work (i.e., chores, play is work at learning, etc.). 3. describe two ways they work (i.e., chores, school, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will recognize that what is important to them may not be important to others.	Students are able to: 1. review what is important to them. 2. describe some things that are important to others but are not important to them. 3. describe some things that are important to them but are not important to others.	Students are able to: 1. describe three things (ideas, people, places, actions, or objects) that are important to them. 2. a) identify two persons who are close to them (i.e., parents, siblings, friend, teacher, etc.) b) describe one thing each that is important for the persons identified in #2a. 3. using the examples identified in #3a, describe one thing that is important to them but is not important to the two other persons.
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe those things they have learned which aid in making choices.	Students are able to: 1. describe ways of behavior they have learned that help in making choices. 2. describe attitudes toward others they have learned that help in making choices.	Students are able to: 1. a) describe two ways of behavior they have learned at home, school, church, etc. (i.e., manners, not to hit, to share or take turns, etc.) b) describe how these two ways of behavior can help in making choices (i.e., decide to ask politely for a toy instead of grabbing, decide to make someone happy by sharing, etc.). 2. a) describe one attitude toward others that they have learned at home, school, church, etc. (i.e., respect for others, others are important too, etc.) b) describe how this attitude toward others can help in making a choice (i.e., saying hello instead of ignoring someone, showing appreciation when someone does something nice, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will recognize why some choices are made for them; they can accept those choices and make their own decisions when appropriate.	Students are able to: 1. identify those choices that are made for them by others. 2. recognize why those choices are made for them by others and accept those times when others must make decisions for them. 3. determine when it is appropriate to make their own decisions.	Students are able to: 1. a) identify two choices that are made for them by others b) identify who makes those two choices (i.e., parent, teacher, older sibling, etc.). 2. a) provide one reason why choices sometimes must be made for them (i.e., older person knows more about what might happen or what looks best, etc.) b) describe two situations where they know it is important to have an older person make the decision (i.e., situations regarding safety, emergency care, foresight into the future, etc.) c) describe how they act when they accept decisions others must make for them. 3. determine two occasions when it is appropriate for them to make their own decisions (i.e., what to play at recess, dressing, playing with others safely, etc.).
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe a work activity they have to do and the way they get that activity done.	Students are able to: 1. describe a work activity they do. 2. describe any planning they do to accomplish their work activity. 3. describe the steps they take in getting their work activity done.	Students are able to: 1. describe one work activity they are responsible for (i.e., feeding a pet, doing an arithmetic paper, making their bed, etc.). 2. describe the planning involved for accomplishing the work activity identified in #1 (i.e., planning when to carry out the work activity, planning what materials to use, etc.). 3. describe the steps they take in getting the work activity identified in #1 done.

SECOND GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe tasks that are carried out by self and others and the purposes of those tasks.	Students are able to: 1. describe tasks that are carried out by self and others.	Students are able to: 1. a) describe one task that is carried out by younger children (i.e., building block tower, bouncing a ball, picking up toys, etc.). b) describe two tasks that they carry out themselves (i.e., finishing class assignments, doing chores at home, playing baseball, etc.). c) describe two tasks that are carried out by adults (e.g., employment activity, cleaning house, planting a garden, etc.).
		2. identify the purposes of those tasks.	2. using the examples from #1a, b, and c, identify the purposes of those tasks (e.g., learning balance and coordination, fun and relaxation, keeping home neat and clean, learning subject matter, providing food to eat, providing money to pay bills, etc.).
		3. recognize that all tasks have purposes.	3. indicate that they recognize that every task, no matter how large or small, has a purpose.
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe situations in which they need help from others.	Students are able to: 1. describe some reasons why they might need help with problems.	Students are able to: 1. describe two reasons why they might need help with problems (i.e., need more information or ideas, lack of needed physical strength, lack of needed emotional maturity, etc.).
		2. describe other persons who might help them with different problems.	2. describe two other persons who might help them with different problems (i.e., parent or doctor/health problems, teacher/math problem, counselor/major social problem, peers/minor social problem, etc.).
		3. describe situations where they need help from others.	3. a) describe a past situation when they received help from someone else and how it affected them. b) predict a situation when they might need help from someone else in the future.

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will define what "future" means and describe situations they desire to happen in the future.	Students are able to: 1. define what the concept of future means. 2. describe things or happenings that make them feel happy. 3. describe situations that they would like to happen and when they would like them to happen.	Students are able to: 1. define the concept of future as time to come; referring to events to come or happen later on, whether it be in the next hour or an eternity. 2. describe two things or happenings that make them feel happy. 3. a) describe two situations they would like to happen (i.e., get a new bicycle, eat ice cream, go see grandparents, etc.). b) describe when they would like the situations to happen (i.e., new bicycle for Christmas, eat ice cream for birthday, etc.).

Grade 2

KEY: ✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS 1	2	3	4
Self Understanding	Describe personal mental health care				
	Recognize which activities hold personal interest & which do not				
	Give his/her address; describe the way from school to home				
Interpersonal Relations	Describe listening & speaking skills that encourage understanding				
	Describe activities participated in with the family				
	Describe the process of making a friend				
	Describe how others' actions affect own behavior				
Expressing Ideas	Determine appropriate situations for expressing various feelings				
	Express opinions so others can understand				
Gathering & Processing Information	Describe necessary daily activities carried out by others				
	Relate learning experiences at school to home situations				
	Define the meaning of stereotypes				
Rights & Responsibilities	Understand that all family members contribute toward family life				
	Describe where they learn				
	Describe a citizen & how persons become citizens				
	Understand what a consumer is & how he/she is a consumer				
	Define work; recognize that all people work				
Valuing & Decision Making	Recognize that what is personally important may not be important to others				
	Describe things learned that aid in making choices				
	Recognize reasons choices are made for him/her; accept those choices; make own decisions when appropriate				
Achievement Motivation	Describe a work activity & how it gets done				
	Describe necessary tasks & their purposes				
Problem Solving	Describe situations when he/she needs help from others				
	Define future; describe situations desired for the future				

Progress Report Cover (Fold at center)

PARENT/STUDENT COMMENTS

TEACHER/COUNSELOR COMMENTS

DEVELOPMENTAL GUIDANCE PROGRESS REPORT

_____ SCHOOL DISTRICT

GRADE TWO

Student _____ Year _____

School _____ Teacher _____

Counselor _____ Principal _____

The guidance program assists students to develop the life skills that are necessary for successful and satisfying daily living. Its goals include helping students grow in the areas of self concept and relating effectively to others; assisting students to learn how to obtain knowledge about others and the world around them; providing for students an understanding of their rights and responsibilities in their major life roles; developing in students a consciousness of personal values and the values of others; and strengthening student's abilities in decision-making, achieving, and problem-solving.